

Project: Key competences in life skills 2 (LIFE2)  
No. UK/11/LLP-LdV/TOI-480  
WP3: Research and needs analysis. Synthesis report

**Towards developing a key competences train the trainer  
programme to build the life skills of vocational trainees and  
to improve their employability prospects**

***Synthesis report***

***A result of the WP3: Research and needs analysis***



This project has been funded with support from the European Commission. This publication (communication) reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

**April 2012**

## **Contents**

1. Introduction and mandate .....	3
2. Context .....	5
2.1. Trends and benchmarks in VET systems .....	5
2.2. Life skills in UK .....	6
2.3. Life skills in Denmark.....	7
2.4. Life skills in Portugal.....	8
2.5. Life skills in Romania .....	9
2.6. Life skills in Basque country .....	9
2.7. Other similar projects .....	10
3. Needs of the main VET actors - situation in partner countries (overview).....	12
4. Conclusions and recommendations.....	16
References:.....	19
Annex 1. Further resources and information .....	20

## **1. Introduction and mandate**

A useful needs analysis in VET systems is considering the dynamic set of circumstances of individuals as well as of education institutions, in the context of national and European recommendations, in the perspective of social, economic and technological trends, being therefore able to picture the actual gaps against the intended objectives, as well as the aspirations of those willing to make a difference in their professional life and throughout their learning path. In this view, statistics, extensive-quantitative analysis, static stages and stereotypes circumscribing the VET system must be complemented with intensive-qualitative surveys and with prospective definitions of emerging areas in which interventions could have an impact.

The "Key competences in life skills" project, or LIFE2 for short, aims to adapt, transfer and further develop a key competences train the trainer programme to build the life skills of vocational trainees and improve their employability prospects. The LIFE project, on which the transfer is based, includes an innovative toolkit for vocational teachers and trainers to embed life skills into their teaching.

The challenges facing young people across Europe, which particularly affect those from disadvantaged backgrounds, mean that there is a need to develop their employability and to encourage entrepreneurship skills such as creativity and innovation to help them to set up in business. Our initial research has shown that many employers feel that some young people do not currently have the skills needed in the workplace.

Within LIFE2 project, a specialist team from vocational education organisations and networks from Belgium, Denmark, Portugal, Romania, Spain and the UK will research and update the LIFE Train the Trainer Pack developed in a previous project to help teachers to integrate life skills into vocational learning.

The project is supported by the European Union through the Leonardo da Vinci programme, aimed at improving the vocational education systems of Europe.

In the flow of the project, the 3<sup>rd</sup> work-package is dedicated to research and needs analysis, lasting from November 2011 to May 2012. All partners have conducted needs analysis in each partner country, producing the Country Reports covering the key findings of the desk research and survey on VET systems related to life skills.

The objectives of the work-package 3 are defined in the LIFE2 project as it follows:

1. Build on initial research and update findings from previous LIFE project and EUCIS research

## **WP3: Research and needs analysis. Synthesis report**

2. Identify current skills for life training needs of VET teachers and trainers across partner member states to meet the needs of learners (particularly disadvantaged groups) and employers
3. Identify the appropriate delivery models to suit the target groups

The present report is a synthesis identifying common strands, individual partner country needs, and building on previous LIFE project research and findings. The objectives of the whole research package were defined by the project partners as it follows:

- To identify the European priorities regarding teaching life skills and the convergence with the national priorities and actions
- To value the experience gained from other similar initiatives (lessons learned)
- To identify the needs of vocational teachers, learners and employers regarding life skills
- To identify the current skills of VET teachers on teaching life skills
- To identify the appropriate delivery models to suit the target groups

The Synthesis Report has three main parts – the first one is "setting the stage", being meant to synthetically pick some of the most prominent practices and tendencies in VET with significance for LIFE2 project, then the second part brings together the key findings of needs analysis reports from all partner countries, developed in the first months of the project, and the last part (chapter 4 of the report) is drawing several conclusions and recommendations based on the status-quo and targeting the implementation of the main activities of LIFE2 project.

## 2. Context

In recent years, there has been significant progress at the European Union level towards the implementation of an effective expanded European area of education, in the perspective of the requirements of the knowledge economy. Thus, the current European context offers a series of reference documents, with an important role in rethinking, reorganization and harmonization of education systems in terms of education quality assurance, mobility and study. VET is aligning as well to this process of continuous development, in some aspects taking the lead and being an example of good practice.

Several common trends are characteristic to the dynamics of VET systems nowadays, some of them being repeatedly reminded and made a scope at European, national and/or institutional level.

### 2.1. Trends and benchmarks in VET systems

The **employment dimension** is a factor to be taken into special consideration nowadays by the education systems, mostly when a clear vocational route is followed by students. VET institutions are beginning to strengthen partnerships with analogous industry, collaborating to define desirable profiles and learning paths suitable for a competent learner. On one side, the increase in the resources allotted by companies for education is seen as a (local) investment; on the other side, schools are making a programmatic mission of creating opportunities for employability of own learners. Life skills are seen by both sides as necessary assets defining a good citizen, employee, colleague, professional, and continuous learner.

**Bridges between formal and non-formal learning** are to be created by educators in order to contextualise and give meaning to learning acquisitions. Especially the life skills development is favoured by this integrative approach, the formal curriculum being regained as a process which has to relate with the “real life”, as it would lead learners to succeed in real life.

**Amelioration of teaching** is highly impacting the amount and significance of learning. Mostly, “*changes are required in the initial teacher training systems and in continuing professional development to enable teachers to become learning facilitators*” (See [3], pg.7). This improvement in everyday practice of educators is two fold, addressing, on one hand, the teaching methodology and its adequacy to students’ culture nowadays, and, on the other hand, the relevance of the content in

the light of future career path of graduates. Besides, “**learning to learn**” is an useful asset to be targeted by formal education, but necessary to be anchored in specific knowledge domains and oriented towards the continuous improvement of so-called life-skills.

Regarding the **qualification systems**, they vary significantly in different European countries, being incompatible to some extent. In addition, methods to validate non-formal and informal learning and skills are under development in most EU member states. (See [3], pg.9).

On one hand, the needs of employers as beneficiaries of the education system and, on the other hand, the needs of learners as future professionals are treated differently at education policy level, even though life skills are broadly seen nowadays as a key to successful social and professional integration and this statement is brought up-front in the public discourse of decision makers. However, the LIFE2 project team should be aware of the local ongoing initiatives for development and innovation, proposing a flexible approach, susceptible to adjustments correlated to specific contexts (see *infra*, chapter 4).

### 2.2. Life skills in UK

The current emphasis on key competences in the UK is focused on improving skills in English, Maths, ICT and job seeking and supporting apprenticeships.

Research results<sup>1</sup> showed that, whilst there has been some improvement in literacy levels since 2003, this is still an area for concern particularly with competence levels in Maths for those aged 16 and above.

In terms of post 16 teacher training, minimum core standards include functional skills of literacy, language, numeracy and ICT that all teachers must demonstrate. Entrepreneurship does not feature in post 16 teacher training and is not included in the curriculum as a functional skill at present. Enterprise modules and courses exist only within vocational and subject areas such as Business Studies.

Lately, there has also been more emphasis on developing employability skills. It is expected that the new Ofsted common inspection framework will include more on the skills required for work.

The way teacher training is delivered faces significant change. There are exemplary online platforms for CPD training for vocational teachers in skill areas such as ICT and Maths. However, specialist teachers in English, Maths and English for speakers of other languages are often used to teach these skills and learners are assessed separately in functional skills.

In terms of employer links, organisations such as the CBI (Confederation of British Industry) have launched initiatives to work with schools and colleges to help provide careers advice, work experience and workforce development. Large employers have

---

<sup>1</sup> Skills for Life survey in 2011, UK.

recently formed the '16-24 Alliance' to offer training linked to permanent jobs. They plan to use the government's Youth Contract to fund coaching in literacy, numeracy and interpersonal skills.

In response to high levels of youth unemployment, there is a national and local drive through local councils, universities, colleges, businesses, job centres and local Learning and Skills Partnerships to work together on job skills programmes such as CV preparation, interview practice, coaching, apprenticeships and volunteering.

There is scope to broaden the experience and potential job market for young people by encouraging mobility in line with European policies such as 'Youth on the Move'. Lack of foreign language learning in the UK and willingness to travel need to be faced to encourage this mobility.

*(More information can be found in the UK country report, available on LIFE2 project website: <http://www.life-2.eu>)*

### 2.3. Life skills in Denmark

Already in 2002 Denmark was one of the first countries in the world to make a competence accounts (based on an OECD project). The Accounts map out ten key competences regarding literacy, learning, self-management, creativity and innovation, culture, environment, health, social relations, communication and democracy – factors impacting growth and welfare.

In 2005, a broad coalition of Danish parties agreed on the program "New Goals government platform 2005"<sup>2</sup>, a multi-year strategy to make Denmark a leading growth, knowledge and entrepreneurial society, maintained in the government platforms in the following years, and supported by the implementation of the "Globalisation Reform" and "Globalisation agreements" in the finance laws, with investments in future education and training, research, innovation and entrepreneurship.

The focus on facilitation of competences development and life skills in the education system is reflected at all levels. The reform set up in 2005 meant a shift from a classical knowledge-focused education to one emphasising development of applied competences. The understanding of professional standards also changed; study competencies, e.g. being able to combine knowledge from different subjects and communicate professional problems, takes up a larger share.

Life skills are today an integrated part of Danish national priorities and reflected in all levels of the education system. In some areas though there still seems to a certain

---

<sup>2</sup> More information on the initiative can be found on [http://www.stm.dk/publikationer/UK\\_reggrund05/index.htm](http://www.stm.dk/publikationer/UK_reggrund05/index.htm)

cultural time-lag in the identity of the educational actors. LIFE2 is entitled also in a Danish context.

*(More information can be found in the Denmark country report, available on LIFE2 project website: <http://www.life-2.eu>)*

## **2.4. Life skills in Portugal**

In Portugal, all students of Vocational Education at secondary degree have a mandatory curriculum including, during all three years of courses, a discipline called “integration area” (*Área de Integração*), specifically focused on themes related with socio-cultural education. Program of this discipline *“is aimed at facilitating development of competences enabling socialization in labour contexts, whereby technologies, team working, participative decision making and individual entrepreneurship are key issues. In order to substantiate development of competences such as initiative, autonomy, critical thinking, integration and creative utilization of knowledge, the program of discipline must be seen as an in dissociable whole, including acquisition of cultural and scientific knowledge and procedures for research, selection, organization and spread of such knowledge”*.

There is no formal discipline for Entrepreneurship in the secondary curricula in Portugal. But in some schools working with disadvantaged people, this theme is approached with several degrees of development in a discipline called *“citizenship and present world”* (*“Cidadania e Mundo Atual”*). That means we may find schools with a deep approach and many initiatives and also the opposite.

In vocational schools curriculum, the entrepreneurial competences are trans-disciplinary, being seen as fundamental to ensure a good integration of trainees in labour world.

Regulation (*Portaria nº 985/2009*) of 4<sup>th</sup> September 2009, established the *support program to entrepreneurship and creation of self-employment* (PAECP), aimed at supporting small scale business projects and creation of new jobs, within the framework of active employment policies. Such diploma regulates granting to support business creation by unemployed people, young people looking for a first job and other disadvantaged people, through mechanisms easing access to credit, technical assistance and creation and consolidation of business projects, or advance payments on unemployment grants.

Different programs supported as well by private sector cover education levels from 1<sup>st</sup> to 12<sup>th</sup> years of study and are aimed at bringing real world to Portuguese youngsters, opening minds on all their potential and on a better understanding of entrepreneurship, citizenship, ethics, financial literacy, economy, businesses and careers development. Over one hundred schools in Portugal have been participating in such programs (e.g. Junior Achievement projects), including vocational schools and public system schools with professional courses.

*(More information can be found in the Portugal country report, available on LIFE2 project website: <http://www.life-2.eu>)*

## **2.5. Life skills in Romania**

The European guidelines serve as major decision for grounding reform of VET system in Romania and are directly associated with the lifelong learning strategy. In the upper secondary education level, VET has a modular organization and various possibilities of multi-level, inter- and trans-disciplinary curriculum integration. The modules of curriculum subjects go beyond traditional disciplines-based organization, reflecting the declared orientation towards an “integrated approach considering the daily and professional life of individuals and social groups”.

Although consistent in the framework of educational plans and how these structures during the student’s education, especially regarding the high-school branches and specializations, the implementation steps were not following the same rhythm in the development of curricula, remaining in many cases at the declarative level.

Teacher training for life skills delivery should be based on a new set of competencies required for teachers such as regarding the integration of life-skills, among others. These new competencies, that are to be established and addressed through teacher training programmes, should emphasize the new roles and tasks for teachers, concerning:

- design and development of the school curriculum;
- design and implement cross-curricular activities;
- participation in local, national or international projects;
- work in a multicultural learning environment;
- develop partnership between school and community, etc.

Generally speaking, teachers are open to undertake innovative practices proven to have good results in other countries or contexts.

*(More information can be found in the Romania country report, available on LIFE2 project website: <http://www.life-2.eu>)*

## **2.6. Life skills in Basque country**

In 2006, national legislation introduced a curriculum which ties minimum educational standards to students’ attainment of a number of basic competences essential for students to be able to take their place in society and exercise their rights and fulfil their duties.

In the opinion of The Basque Government Education Department, the new guidelines accurately identify the challenges that face vocational training teachers in the years to come.

The IVAC, The Basque Institute for Professional Qualifications, supports the inclusion of the basic competences in vocational training syllabi. It also specifies that

teachers must be aware of the strategic importance of this innovation and able to analyse it and adopt teaching strategies that ensure that the proposed goals are achieved. There are a number of doubts, however, regarding the efforts education authorities have made in this area and regarding the extent to which the majority of teachers are aware of the reasons for the inclusion of the basic competences in syllabi.

A number of across the board strategic objectives have been established to ensure successful implementation of the proposed innovative curriculum. They include learning assessment, making learning available for people of all ages and from all walks of life, effective allotment of resources, facilitating access to learning and encouraging innovation and quality in learning especially as far as content and method are concerned. The three different roles of permanent learning are: learning to compete and innovate, learning to survive in society and learning to take part in it. Based on these premises, the Basque Government and the other Basque institutions will formulate their strategic plans for permanent education.

The process of analysis and assessment that is now being conducted at schools has succeeded in identifying the priorities: languages, information and communication technologies, mathematics, sciences and social sciences.

*(More information can be found in the Spanish country report, available on LIFE2 project website: <http://www.life-2.eu>)*

### 2.7. Other similar projects

**LIFE (1) project** - transnational  
[www.life-keyskills.info](http://www.life-keyskills.info)

**Entre-coach project** - transnational  
helps to develop coaching skills in vocational teachers to foster entrepreneurship  
<http://www.entre-coach.eu/>.

**MINT project**  
also contains useful information on innovation management  
<http://www.mintproject.org/> which could be useful for developing entrepreneurship competence.

**Absenteeism project** - Denmark  
[www.godtdukom.dk](http://www.godtdukom.dk)

**Negative social inheritance: (FOU-projects)**  
<http://www.emu.dk/gym/fag/fagligfora/konf10/oplaegforuvmsfagligeforaVejle041110.pdf>

## WP3: Research and needs analysis. Synthesis report

**CEFU: Centre for youth research** - various projects about competences (Nordic countries)

<http://www.dpu.dk/forskning/forskningsprogrammer/ungdomsforskning/centerforungdomsforskning/>

**Lværksætter og innovation - emu - video (Entrepreneurship and Innovation)** - Denmark

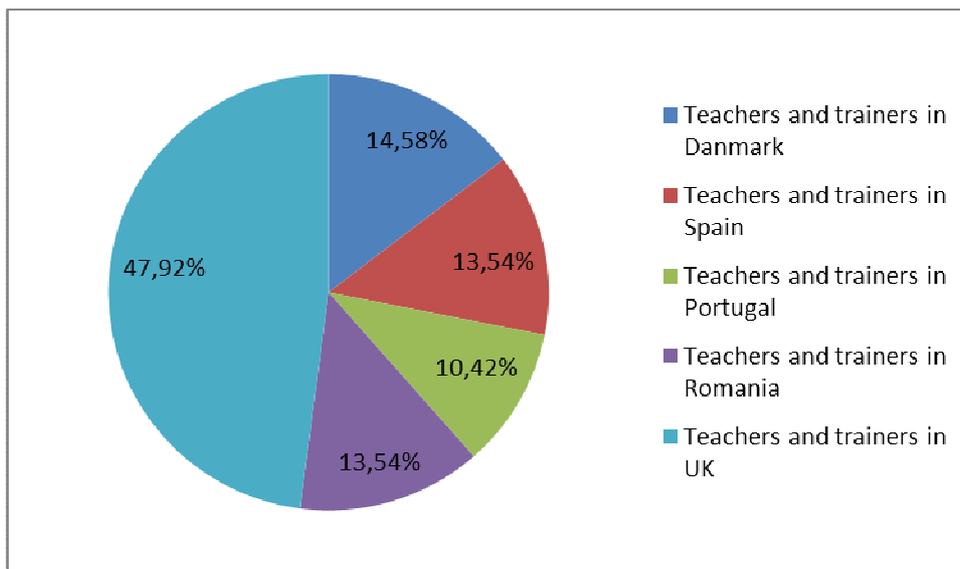
<http://emu.dk.usvpp.gov/index/5/innovate.html>

### 3. Needs of the main VET actors - situation in partner countries (overview)

The following synthesis of key quantitative data is based on the needs analysis surveys applied in all partner countries.

#### Target group description

The investigated population included 96 teachers and trainers from all partner countries, UK, Denmark, Spain, Romania and Portugal. A significant percentage of respondents are from UK (47,92 %) and the others are equally distributed per country.



**Fig. no. 1. Target group distribution per country**

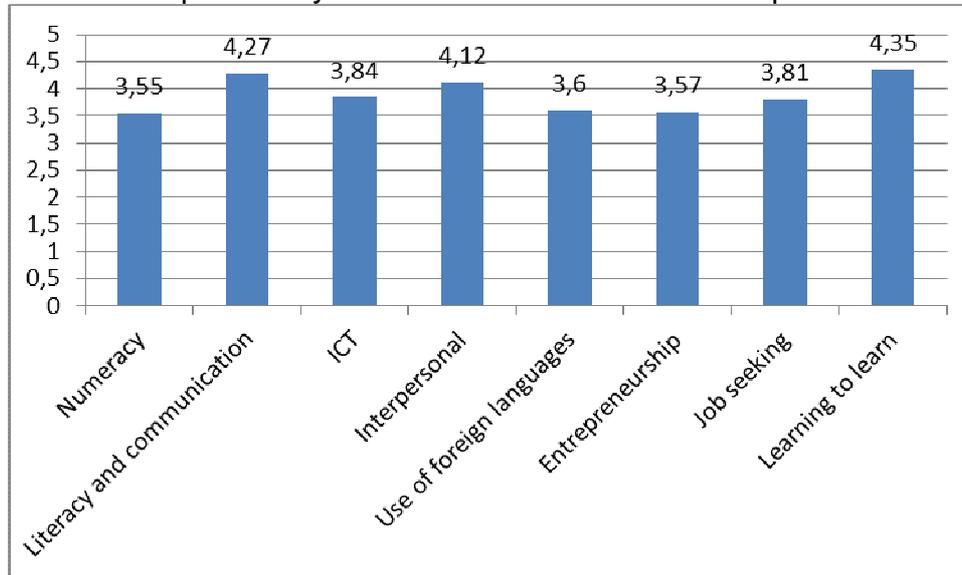
The questionnaire was self-administrated, on paper or using email-response.

The majority of respondents worked for vocational colleges (90%), with 1% working for private training organisations and 9% for a range of other organizations, including support institutions and specialised units.

More than 90% of respondents are in the vocational teacher position within the organization they represent, while other respondents are practising as trainer of teachers, specialist key skills teacher, manager, support teacher.

**Areas of most need to improve employment prospects**

Areas most needed to improve employment prospects are: learning to learn, literacy and communication, and interpersonal. Least needed life skills were considered use of foreign languages and numeracy. The low score registered on the use of foreign languages can be explained by the fact that almost 50% of respondents were British.



**Fig. no. 2. Life skills – areas of improvement**

Literacy and communication is considered the most needed area for learners to improve their employment prospects in Denmark, UK and Spain. Romanian and Portugal teachers/trainers mentioned learning to learn as the most needed area of competences.

*Entrepreneurship* has relatively high scores in Portugal, Spain and Romania and low score in Denmark, while *job seeking* has relatively high scores in Romania, Portugal and UK and low score in Denmark. (A high score indicates a high need of developing specific life skills.)

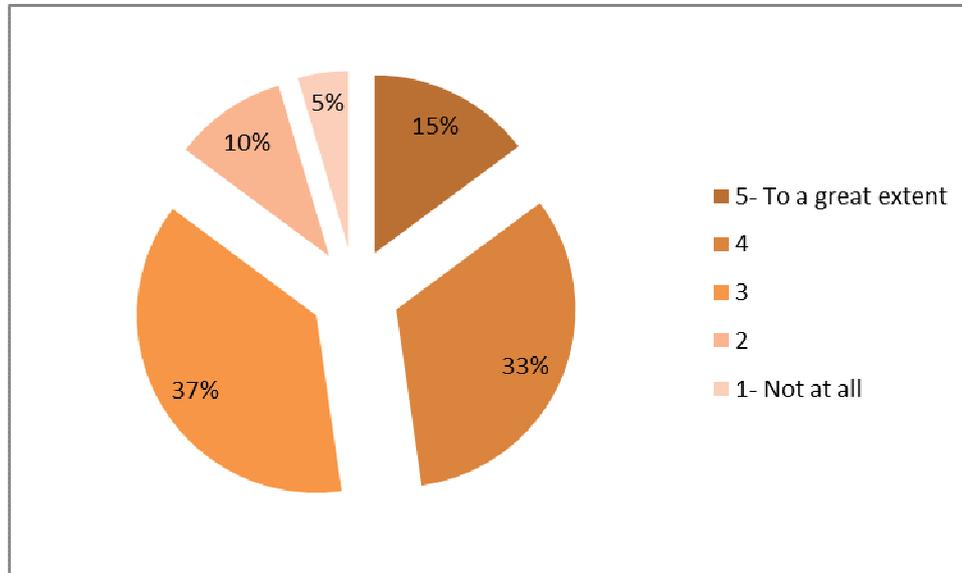
The ranking of the key skills needed by learners, based on the average of the scale values recorded for each domain of key competences, is illustrated below:

Life skills	Rank				
	DK	ES	PT	RO	UK
Numeracy	3	8	8	7	5
Literacy and communication	1	1	3	4	1
ICT	5	3	7	5	6
Interpersonal	4	4	4	3	3
Use of foreign languages	2	6	5	4	8
<b>Entrepreneurship</b>	<b>6</b>	<b>7</b>	<b>2</b>	<b>6</b>	<b>7</b>
<b>Job seeking</b>	<b>7</b>	<b>5</b>	<b>6</b>	<b>2</b>	<b>4</b>
Learning to learn	4	2	1	1	2

**Table 1. Areas of the most needed to improve the employment prospects**

**The integration of the life skills in the formal curriculum**

Regarding the extent to which life skills are integrated and explicitly specified in the formal curriculum of the teaching discipline, 15% of teachers/ trainers stated *to a great extent*, 5% *not at all*, while 70% marked the levels 3 or 4 on the Likert scale.



**Fig. no. 3. The integration of the life skills in the formal curriculum**

**The most favoured life skills in the formal curriculum of the teaching discipline** are: literacy and communication - in Denmark, Spain, UK and Romania; ICT - in Portugal and Romania; learning to learn - in Denmark, Spain and Portugal; use of foreign languages - in Denmark; interpersonal - in UK.

Life skills	Rank				
	DK	ES	PT	RO	UK
Numeracy	3	5	7	5	6
Literacy and communication	1	1	4	2	1
ICT	4	3	2	1	3
Interpersonal	5	4	6	4	2
Use of foreign languages	2	8	4	6	8
Entrepreneurship	5	6	3	6	7
Job seeking	6	7	5	6	5
Learning to learn	2	2	1	3	4

**Table no. 2. The most favoured life skills**

Teachers' level of involvement (50%), material and financial support (27%) and support for management (23%) **were the main factors identified for supporting life skills development.** Other factors mentioned by respondents were: teacher training, appropriate instructional time, family support etc.

Respondents from all partner countries specified that vocational teacher training is made through university course or course at vocational college. Some British and

Danish teachers also mentioned further education college as a vocational teacher training provider.

Only 32% of respondents consider that vocational teachers receive specific training in developing life skills within vocational learning. The key skills addressed vary across partner countries and teaching specialities. Specific aspects about teaching various life skills are presented in country reports.

In terms of teachers/ trainers preferences for CPD activities, participation at face-to-face training programmes and exchanging experience with professionals in similar or related institutions were on top. The activity considered the least suitable for their training needs and objectives was participation at e-learning and blended learning programmes.

CPD activities	Rank				
	DK	ES	PT	RO	UK
Face-to-face training programmes	1	4	1	6	1
E-learning and blended learning	5	5	5	5	6
Individual study	5	7	3	3	3
Education research or research within the vocational areas	4	1	4	7	4
Participation at seminars or workshops	3	6	6	1	5
Exchanging experience with professionals in similar or related institutions	2	3	2	4	2
Involvement in international partnership in education	3	2	7	2	7

**Table no. 3. The ranking of teachers' preferences for CPD activities**

## **4. Conclusions and recommendations**

The intentions of the LIFE2 project's initiators target well beyond the life-span of the project, trying to substantiate a methodology which could be further mainstreamed and assumed by teachers, by VET institutions, and even by education systems. The outcome - a piloted key competences train the trainer programme aimed to build the life skills of vocational trainees, developed from the needs analysis and supported by previous similar experience in LIFE project - could be a significant advocacy for a change in VET towards raising the employability of VET learners.

As outcomes of the (desk) research and needs analysis, some prominent ideas could be envisaged as follows:

For vocational teachers, **practical training** is needed:

- to raise self-confidence
- to develop the ability to embed life skills into their teaching
- to provide individual support for disadvantaged learners, particularly in terms of communication, problem solving, literacy, attitude and resilience

**Content of train the trainer programme** should address several key points related to:

- development of communication, literacy and interpersonal skills (changes in attitude and behaviour to work)
- development of job seeking skills
- development of entrepreneurial skills
- relevant methodological suggestions related to group or pair activities in the development of learning tasks or student assessment
- the use of the life skills in shaping the learning content and activities proposed by the formal curriculum
- suggestions for achieving the transfer of competences acquired by students in school space to other contexts
- empowering the autonomy of VET learners and fostering personal development (including study skills and self-management)
- dealing with the drop-out problem.

In terms of **delivery and readiness**, teachers' needs are centred on:

- more involvement of experienced teaching staff in VET curriculum design and evaluation
- involvement of local authorities and other stakeholders in entrepreneurial and creative initiatives

- a specific curricular area addressing development of transversal competences and abilities
- a dedicated person (among VET institution staff) to encourage and manage innovation
- more support to try out life skills activities with their learners including management support in terms of time and resource
- more face to face training
- team teaching/ group-working, thus helping development of personnel interaction skills; recruitment of trainers with experience in business world
- exchange of experience with professionals (connections between schools and business); increase the number of opportunities for such contact: conferences, seminars and workshops with the participation of relevant business representatives
- continuous updating with employer needs
- a framework for experience exchanges and mobility
- the use the ICT tools to create VET professional communities.

In order to be able to create **links between formal and non-formal learning**, VET teachers must be trained to adapt the methodology of teaching and the content of the national curriculum in order to (1) use the concrete experiences of learners as anchors for (professional) knowledge acquisition and (2) create education situations that can be prolonged in non-formal settings and determine students to assume their training as a meaningful and useful activity, oriented towards own fulfilment. Specifically, a series of concrete examples of such education activities should be provided in the training pack.

In the perspective of **specific qualification systems** (see *supra*, chapter 2.1), the outputs proposed by LIFE2 project team should be aware of the local constraints in scaling-up the initiative of implementing a train-the-trainer pack for VET teachers, allowing a margin for localisation of the “product” in different countries and regions. A common core-content - in line with the broad European perspective on transforming education towards concrete graduates’ competence profile and harmonised with the trend of education systems’ convergence - would therefore be complemented with elements linked to local curriculum and to local teachers and schools’ culture.

### **The successful implementation of the train the trainer programme depends of the convergence between the LIFE2 products and VET policies and priorities.**

The support from teachers for a specific action usually arises when the action gets sense and usefulness within a broader framework. On the other hand, understanding, which is essential for innovation, occurs when the context is favourable and the main actors are prepared to correctly apply and integrate the proposed concepts and methods. In other words, a certain degree of familiarity with the life-skills conceptual set-up is needed to reach the intended implementation objectives.

However, there are some initiatives and programmes within the partner’s countries which could act as a platform or anchor for LIFE2. Previous similar experiences are showing that many correlative governmental initiatives or “trends in education” (such as: “emotional intelligence”, efforts to raise education quality in rural areas etc.) could

## WP3: Research and needs analysis. Synthesis report

be linked with the LIFE2 methodology, in order to get smooth integration and (local) added-value. (See [1], pg.3)

In addition, a good idea would be to bring other local key actors into the programme, who could get involved in mainstreaming the LIFE2 initiative and in a proper and complete implementation. Examples of local stakeholders are: teacher training institutions (and specialised departments in universities), NGOs promoting quality education, opinion leaders and decision makers in VET system a.s.o.

In our view, **teachers' development opportunities are completed and reinforced through the LIFE2 train-the-trainer pack** addressing VET professionals, aimed to build the life skills of vocational trainees and to improve their employability prospects. Delivered by the mean of web-based educational platform, this CPD programme for teachers can easily reach a quite large amount of "early adopters" [4], motivated to change their teaching practice, open to innovation, ready to initiate the change in their institution. According to Michael Fullan, there are three phases in the education change process: initiation, implementation, continuation/ institutionalization [4]. The last one occurs after a mainstreaming at the national/ regional level, usually happening after a successful pilot project initiated on a small scale (as LIFE2) is proving significant results. Definitely, a strong political support is needed for such an action, and the main actors' determination – teachers' willing to undertake the proposed changes, in LIFE2 case – is a necessary condition.

Nevertheless, the favourable conditions emphasized in the needs analysis country reports, correlated with high-quality support materials (to be developed in LIFE2 project) and with pertinent education policy suggestions, could be good starting points for the development and implementation of a key competences train the trainer pilot programme aimed to help teachers build the life skills of vocational learners and improve their employability prospects, as well as for a large-scale implementation afterwards.

## References:

- [1] Norton Radstock College. *Long term potential. Synthesis Transnational Report – LIFE project*. UK, 2010. Available online: <http://www.life-keyskills.info/>. Retrieved in April 2012.
- [2] EUCIS. *Developing Basic Skills as Key Competences. A Guide to Good Practice*. Available online: <http://www.eucis-lll.eu/pages/index.php/resources/publications>. Retrieved in April 2012.
- [3] EUCIS. *The European Civil Society Platform on Lifelong Learning Skills for Life as the Key to Lifelong Learning – Towards achieving the Lisbon Strategy*. Report of the Conference held in Brussels on 17th May 2004. Available online: <http://www.eucis-lll.eu/pages/index.php/resources/publications>. Retrieved in April 2012.
- [4] Fullan, Michael. *Curriculum Implementation and Sustainability*. In: Connely, F.M. (ed.) *The Sage Handbook of Curriculum and Instruction*. California: Sage Publications, 2008.
- [5] \*\*\* *LIFE2 project. Needs Analysis Country Reports (WP3 outputs)*. Available online: <http://www.life-2.eu/>. Retrieved in April 2012.

## **Annex 1. Further resources and information**

<http://www.life-2.eu/> - the LIFE2 project website

### **UK:**

<http://www.bis.gov.uk/skills> for New Challenges, New Chances - this sets out the Government's overall strategy plans from now to 2015 in Further Education and Skills including improving English, Maths, ICT, job seeking, apprenticeships

<http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/0-9/11-1367-2011-skills-for-life-survey-findings.pdf> for key findings from Skills for Life survey

<http://www.itslifejimbutnotasweknowit.org.uk/Qualifying.htm> - summary and links on current teacher training qualifications in the lifelong learning sector by Jim Crawley. Summary of Skills for Life and functional skills also on this website.

<http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/p/12-670-professionalism-in-further-education-interim.pdf> - interim report 'Professionalism in the Further Education'

<http://www.cbi.org.uk/business-issues/education-and-skills/in-focus/colleges/> - CBI initiatives: 'Fulfilling Potential' and 'Reaching Further'.

<http://www.dwp.gov.uk/newsroom/press-releases/2012/apr-2012/dwp031a-12.shtml> - Government's Youth Contract

[http://ec.europa.eu/youth/news/the-council-adopts-new-eu-youth-policy-framework\\_en.htm](http://ec.europa.eu/youth/news/the-council-adopts-new-eu-youth-policy-framework_en.htm) - EU Youth Policy

### **Denmark:**

<http://pub.uvm.dk/2005/NKRrapport/> - report on OECD-based program, initiated in 2002.

[http://www.stm.dk/publikationer/UK\\_reggrund05/index.htm](http://www.stm.dk/publikationer/UK_reggrund05/index.htm) - program "New Goals government platform 2005"

[http://www.stm.dk/publikationer/UK\\_Regeringsgrundlag2007/index.htm](http://www.stm.dk/publikationer/UK_Regeringsgrundlag2007/index.htm) - The Government platform 2007

[http://www.stm.dk/publikationer/arbprog\\_10\\_uk/index.htm](http://www.stm.dk/publikationer/arbprog_10_uk/index.htm) - "Denmark 2020 – Knowledge, Growth, Prosperity and Welfare"

[http://www.stm.dk/\\_a\\_1619.html](http://www.stm.dk/_a_1619.html) - "The Government platform 2011"

<http://en.fivu.dk/press/2012/innovation-strategy-will-create-jobs-and-growth> - a collective "Innovation strategy"